**Ceramics One Curriculum**

**National Core Arts Standards & “*Unpacked*” Learning Targets**

1. Creating
   1. **Projects (Seam Work):** Student demonstrates knowledge and understanding of demonstrated construction techniques (slipping, scoring, sprigging, stitching, etc.) in order to produce a ceramic piece with solid seam work.
   2. **Projects (Construction):** Student demonstrates knowledge and understanding of basic construction and sculptural techniques applicable to their project. Student exhibits confidence and knowledge of selected and/or demonstrated processes.
   3. **Projects (Surface Treatment):** Student demonstrates competency and understanding of surface treatment. Student utilizes unique and innovative texturing techniques that produce a cohesive visual aesthetic to the surface of his/her project.
   4. **Projects (Glazing):** Student demonstrates a knowledge and understanding of demonstrated glazing techniques and utilizes a competent color scheme/harmony with careful consideration paid to surface application.
   5. **Sketchbook (Techniques):**  Student demonstrates a knowledge and understanding of multiple techniques, processes and strategies. Student has explored various media in his/her sketchbook.
2. Presenting
   1. **Projects (Composition):** Student demonstrates a knowledge and understanding of the formalist aesthetics of art and design. Student work exhibits a confident use of line, shape, value, space, form, texture, color, balance, pattern, movement, unity, emphasis, contrast and rhythm.
   2. **Projects (Meaning & Intent):** Student demonstrates a knowledge and understanding of *expressionist and contextualist* aesthetics. Student work exhibits an awareness of context and intended meaning.
   3. **Skecthbook (Roughs & Thumbnails):** Student produces a portfolio of preliminary gesture drawings and/or compositional roughs and thumbnails. Student exhibits a knowledge and understanding of basic gesture drawing and demonstrated techniques. Attention is paid to compositional space. ***(Course Sketchbook)***
   4. **Art History (Research & Resources):** Student applies digital tools to gather, evaluate research in the production of the presentation. Student uses at least three sources (not including image sources) in the collection of information. Student uses sources in an ethical manner. All sources are properly cited at the end of the presentation on a separate works cited slide. All images should be cited at the bottom of each image slide.
   5. **Portfolio Website (Description & Analysis):** Student selects, analyzes and interprets his/her work for presentation. Work is accompanied by a brief description and analysis. Work should include title, media and date.
3. Responding
   1. **Gallery Forum (Blog Critique):** Student has demonstrated a knowledge and understanding of art criticism by evaluating weekly examples of artwork on the class blog. Responses should focus on *both formalist and expressionist/contextualist* aesthetics.
   2. **Sketchbook (Reflection):** Student has utilized his/her sketchbook as a means of reflecting upon his/her own concepts and ideas and those of other artists
   3. **Art History (Critique):** Student identifies and presents at least 5-10 examples of their artist’s/art form’s work to the class with titles and dates. Student will be expected to give an in-depth aesthetic analysis of each example provided during the presentation. Student is expected to discuss *both formalist and expressionist/contextualist* aesthetics.
4. Connecting
   1. **Sketchbook (Research):** Student engages in historical and visual research in order to formulate concepts for his/her projects. Research is documented and should include thumbnail sketches, visual references, and reflective notation
   2. **Art History (Biography):** Student creates an art history presentation/artifact that provides comprehensive biographical/historical information about a specific artist or art form. Additionally, student provides an in-depth analysis of the historical and cultural identity and impact of this artist and/or art form.
   3. **Portfolio Website (Artist Statement):** Student creates an artist’s statement that communicates an understanding of the personal and outside influences involved in his/her art-making.